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ABSTRACT

This model attempts to provide information about socialization, sex role learning, and career planning that can be used in consultation and educational programing to help women plan their career and life goals. The model identifies five factors which contribute to women's socialization, sex role learning process, vocational sex role, self concept, and career choice process. These factors are familial, societal, individual, socioeconomic, and situational. The factors are discussed, and over 175 references to existing theory and empirical research justifying the model are given. A verbatim script of a 20-minute slide/tape show giving an application of the model is included. This script includes the five factors described in the conceptual model and some of the barriers to the career development of women, including fear of failure and success, lack of confidence and assertiveness, loss of femininity and social rejection, and guilt. Implications of the model and slide show in terms of consultation with faculty, direct outreach programing, the training of counselors and counseling psychologists, and the need for further research and theory about the career development of women are discussed. (Author)

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A Developmental Consultative Model to Reduce Sexism in Career Planning of Women*

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A Developmental Consultative Model to Reduce Sexism in Career Planning of Women

A developmental model for counseling psychologists to use in consulting and career planning programming with women is presented in this paper. The intent is to provide an operational model which helps women to identify factors which may affect sex role learning and the consequent career choice.

Although consultation has been a recognized function of the helping professional for some time (Kitchener & Hurst, 1974; Morrill & Oetting, 1970), the counseling psychologist has not been heavily involved in consulting and outreach (Lombardi, 1974). Consultative intervention models have been devised identifying the type, focus, and entry point of consultation to encourage a more developmental approach to mental health (Caplan, 1970; Conyne & Clack, 1975; Morrill, Oetting, & Hurst, 1974; Schein, 1969). Consultation is described in three classifications (Myrick & Moni, 1972), crisis, preventive and developmental. Developmental consultation is preventive in nature and focuses on the desirable conditions of learning and positive growth. This model is considered developmental.

The underlying assumption of the model is that counseling and consulting can be preventive and proactive rather than crisis oriented and reactive. It is also assumed that lack of knowledge and information about self may be the basis of dysfunctional behavior and that once people have information, they can apply it to their situations

and make changes. Clearly the model places the responsibility for learning and change with the individual.

Implied in this model is an emphasis on a broader involvement rather than a reactive, one-to-one counseling orientation; however, the role of consultant and counselor do not have to be incompatible. The philosophical base of consulting and counseling is the same -- helping people to help themselves. It is likely that this model can help to blend external variables such as information and ideas with internal variables such as feelings and attitudes.

Sexism, sex role stereotyping, and career planning are important topics for counseling professionals and a viable area for consultation. Two issues of The Counseling Psychologist (Birk & Tanney, 1976; Fitzgerald & Harmon, 1973) have been devoted to the special problems of counseling with women. Reviews of the literature (McEwen, 1975; Oliver, 1975a) on counseling with women have provided counselors with background, sensitization, and preventive suggestions. Osipow (1976) identifies sex role stereotyping, career orientations, and women's careers as current topics related to the career development of women. Other issues such as sex bias in testing (Diamond, 1975), career information (Birk, Cooper, & Tanney, 1973, Note 1; 1975, Note 2) and counselor behavior (Schlossberg & Pietrofesa, 1973) also affect women's career development. With so much research in the area of women and careers, it is becoming apparent that there is a need to synthesize the results of completed studies and to develop ways to apply the results in consulting and counseling.

Although the topic of sexism has received much attention in the past few years, there is a paucity of both models and programs which suggest actual methods to reduce the sex bias in career planning. Although a few preventive programs were found (Birk and Tanney, 1973, Note 3; Blimline, 1976; Verheyden-Hillard, 1976), none explored the multiple factors that impinge on the socialization, sex role learning, and the career choice processes. Research data are limited and have focused on proving discrimination or sex role stereotyping rather than on effective means of changing it. A model that can be used in consultation and educational programming to educate women about the effects and consequences of sex role stereotyping has not evolved in the literature or in the practice of the counseling psychologist.

The need for such a consultative model is further implied by the three-stage model of sex role development proposed by Rebecca, Hefner, and Oleshansky (1976). In Stage I (undifferentiated sex roles), a young child views the world as not differentiated; that is, there are no differences between females and males in terms of roles, expectations, or behaviors. In Stage II (polarized sex roles), a person views life according to strict separation into either female or male categories and hesitates to deviate from the expectations of the role which is thought to be appropriate. In Stage III (sex-role transcendence), a person can move freely from situation to situation and choose behaviors regardless of their traditional female or male connotation.

In our society the differentiated view (Stage II) is prevalent although there is evidence that rigid adherence to the feminine or masculine role may be dysfunctional and produces sex discrimination (Bem, 1975; Deutsch & Gilbert, 1976; Mussen, 1962; Rebecca et al., 1976; Scott, 1974). Stage III encourages adaptation to diverse occupations and life styles as individuals at this stage make personally meaningful rather than sex role appropriate choices. There is a complex system of societal support for the shift from I to II but almost no support for the shift from II to III (Rebecca et al., 1976). The counseling psychologist can provide support for the shift from Stage II to Stage III through consultation and preventive programming with students and faculty.

The Model

The developmental model presented here is designed to provide the theoretical basis for consultative efforts in the area of career development for women. It synthesizes current research on women's career development and provides a structural tool for assisting people in transcending polarized sex roles. This model builds on previous theories of career development (Holland, 1966, 1973; Roe, 1957; Super, 1957; Super and Bachrach, 1957), correlates of career choice (Crites, 1969), specific psychological aspects of women's career development (Osipow, 1975; Senesh, 1973) and theory about sex role development (Kagan, 1964a; Kohlberg, 1966; Mischel, 1970; Mussen, 1969).

The model (see Figure 1) identifies five factors which contribute to women's socialization, sex role learning process, vocational sex role, self concept, and career choice process. These factors are familial, societal, individual, socioeconomic, and situational. Childhood experiences, mother's role model, and father's role model comprise the familial factor. The societal factor includes educational experiences, peer group influences, and mass media. The individual factor includes self expectancies, abilities, interests, attitudes, and achievement needs. The socioeconomic factor includes social class, race, sex discrimination, and the supply and demand of jobs. The last factor, situational, includes chance and the course of least resistance.

Figure 1 shows the societal and familial factors which influence the individual factors such as self expectancies, abilities, interests, attitudes, and achievement needs. These three factors (societal, familial, and individual) constitute a woman's socialization and sex role learning process and help to form her self concept. The concept of self is the totality of the woman's perception of self; this perception is affected by the socialization and sex role learning process. One aspect of the self concept that relates to career and lifestyle choices is the vocational sex role. Vocational sex role is defined as one part of the self concept which has been developed during the socialization and sex role learning processes. These processes and the development of the vocational sex role affect a woman's choices of roles and orientations in career and life planning.

The career choice process consists of implementing the self concept (Super, 1957) and vocational sex role through a series of decisions that influence the career orientation. A woman's career orientation is defined as the degree to which a woman expresses interest in and intent to pursue some type of work including homemaking, careers outside the home, or both. This career orientation becomes more focused through actual career choices. Career maintenance is the ongoing commitment or changes in the career choice process that extends throughout the life span. Understanding these five factors and the process described above should help to delineate the career and life choices of women. Each factor will be discussed in more detail since research and theory suggest that these factors may affect career choices over a lifetime.

Familial Factor

The first factor to be discussed is the familial factor which is defined as those experiences in the family that help shape values, attitudes, and behaviors. It is recognized that the family is a powerful socializing agent in reinforcing appropriate roles and attitudes in children. The literature will be discussed in three parts: childhood experiences, mother's role model, and father's role model.

Childhood Experiences. The nature of childhood experiences is highly complex, and its interactive effects are difficult to measure. It is well documented that stereotypic sex role behaviors are identifiable at an early age (Flerx, 1976; Mussen, 1969; Rebecca, et al., 1976;

Tibbetts, 1975). It has been suggested (Kagen & Moss, 1963) that females are reared to fit a conforming and dependent role, whereas males are reinforced for their independence. Hoffman (1972) asserts that early inhibition of females' independence strivings by parents results in an all-pervasive affiliative need in women. Other evidence (Maccoby & Jacklin, 1974) indicates differential socialization of males and females is limited to two specific areas: differeing dress and sex typing of interests by the choice of toys. It is possible that children are socialized throughout childhood through the reinforcement of appropriate sex role behaviors and that these behaviors affect later adolescent and adult choices.

Although there is ample empirical evidence to demonstrate that young children learn appropriate sex role behaviors, there is little research or theorizing about how children learn vocational sex roles (Barclay, 1974). Several career development theories (Bordin, Nachman, Segal, 1963; Ginzberg, Ginsburg, Axelrod & Herma, 1951; Holland, 1966, 1973; Roe, 1957; Super, 1953, 1957) have theorized that the family plays a fundamental role in the shaping of vocational choices. Bordin et al. (1963) discuss how the first six years are critical to both personality development and the development of needs that are expressed later in life. Roe (1957) discusses parental attitudes and family environment as a predictor of children's choices. Holland (1966, 1973) acknowledges the early childhood and familial experiences as environments that can affect the career choice process. While these notions

exist, Borow (1964), has noted the absence of research in the vocational behavior of young children and Vondrecek and Kirchner (1974) state that career development theorists have treated the early childhood period in a cursory fashion.

There is some research to suggest that childhood experiences and the family may affect the sex role patterns and that these patterns may influence the choice of career (Grandy and Stahmann, 1974; Iglitzin, 1973; Looft, 1971; Siegel, 1973; Tibbets, 1975). Two studies have supported Roe's belief that the family is important in the career choice process: Kriger (1972) found that women's career decisions were a function of the child rearing mode of the parents, and Siegelman (1973) found a significant relationship between independence and the avoiding and accepting modes of parent-child relations. Oliver (1975b) reports that other research attempting to determine the relationship of early family interaction to the career choices of female subjects have had largely negative results.

Although few direct empirical links presently exist between childhood experiences and career choice, it is well documented that learning of sex role appropriate behaviors, which may later affect career choice, are experienced in childhood. One important source of learned behavior is role modeling. Mischel (1970) has argued persuasively that observational learning and modeling of parents are very important in the child's sex role development. Parents shape and socialize a daughter's behavior and performance by verbalizing

standards of behavior, by punishing unacceptable behavior, and by acting as models for the child to emulate. Through this process, there usually emerges a similarity between the daughter and the parents. Psychoanalysts have called this process identification, learning theorists have called it imitation, and sociologists have called it the adoption of roles. Parsons (1955) emphasized the impact of both parents and believes that the child identifies with one or both of the parents because they are powerful and have the ability to dispense both rewards and punishments. According to Heatherington and Parke (1975), the characteristics of the model that are acquired and the specific processes involved is a controversial one. Heilbrun (1969) states that late-adolescent female vocational interest development as related to parental identification has remained largely unexplored with only a few studies being reported.

Mother's Role Model. The role model provided by the mother may have an effect on her daughter's perception of sex role appropriate behavior as well as her daughter's attitude toward careers. Research indicates that girls who identify with their mothers are more likely to choose feminine occupations (Sostek, 1963; White, 1959) and that this maternal identification is associated with the most limited career interest development. In addition, (Nagely, 1971) reports that women having close relationships with their mothers tend to view homemaking as more important than careers. However, Etaugh (1975) found that children of women who were dissatisfied with homemaking held more

liberal views about sex roles than did children of women who were satisfied with homemaking.

Maternal preference for a career has a positive effect upon a daughter's self-esteem and feelings of competency, whereas maternal employment was not found to have any significant effect (Baruch, 1973). However, a great many research findings suggest that strong relationships exist between maternal employment and a daughter's career orientation. Several studies have found that career-oriented women are more apt to have working mothers than noncareer-oriented women (Conway & Niple, 1966; Riley, Johnson & Boocock, 1963; Zissis, 1964). Other research found a strong, positive attitude toward work on the part of those college women whose mothers had worked after marriage (Ginzberg & Associates, 1966; Siegel & Curtis, 1963).

Maternal employment seems to affect a daughter's perception of sex roles. Hartley (1964) found that a mother's employment history and status may minimize her daughter's perception of the female sex role as one which limits behavior. It was also found that women with employed mothers perceive significantly fewer differences between masculine and feminine roles than women with homemaker mothers (Vogel, Broverman, Clarkson, & Rosenkrantz, 1970). Tangri (1972) investigated role innovation in college women and found that a mother's working increases a daughter's career orientation, decreases her sex-typing of behavior, and increases the probability of her choosing typically masculine career goals. Hoffman (1972) summarizes the

research on model theory and reports that a mother's employment was associated with a daughter's greater approval of working mothers, a higher evaluation of women's abilities, and a less traditional sex role concept.

The crucial part of a mother's role model seems to be the mother's attitude toward her own life style, including her level of satisfaction with her own life, her career orientation, and her ability to resolve sex role conflict. According to Almquist & Angrist (1971), a female role model, in order to be influential, must show how achievement may be successfully combined with traditional feminine concerns, such as marriage and family. The father's attitude toward the mother's career seems to be influential in the resolution of sex role conflict. Winters and Sorensen (1975) discuss the relationship between mother's role model and a daughter's perception of herself and whether a career is important. In summarizing the current literature, they indicate that the relationship between mother and daughter is not direct, is quite complex, and is influenced by education and socioeconomic level, the degree of the mother's role conflict, and the attitude of father toward the mother's employment as well as other factors.

Father's Role Model. The father's influence as a role model for his daughter is not clearly delineated in the literature. In a comprehensive bibliography of literature related to the roles of father, Price-Bonharm (1976) has reviewed all articles since 1964 which discuss father's role. In this review, it is noted that the father is considered

a secondary person in the parent-child relationship, that many investigations are limited by inadequate samples and research techniques, and that many studies are non-empirical in nature. These limitations in the literature make authoritative statements about the father's role in socialization and the career choice process difficult. Maccoby & Jacklin (1974) have noted that major writings on sex typing have emphasized the importance of imitation and identification with the same sex parent, but few researchers have explored cross sex parental modeling. Heilbrun (1976) asserts that modeling of both parents play a major role in influencing the sex role development of adolescents. Other literature reveals that fathers have greater interests in the sex differences than mothers (Biller & Weiss, 1970; Goodenough, 1957; Maccoby & Jacklin, 1974) and thus exert a stronger influence in general sex typing and may play a more critical role than mothers in the sex role learning process (Biller & Weiss, 1970; Johnson, 1963). The father's personal characteristics and behavior appear to affect the daughter both directly, in his interaction with her, and indirectly through his relationship with and attitudes toward his wife and family. Therefore, the father's relationship with his daughter seems important in her sex-role development and her positive acceptance of herself as a female (Biller & Weiss, 1970).

Limited data exist on the influence of the father on his daughter's career choice. Crites (1962) found that identification with both parents influence the formation of vocational interest patterns and

that identification with the father is more important than with the mother. Using Holland's typology, Grandy & Stahmann (1974) found a relationship between father's and daughter's personality types. Oliver (1975b) found that a girl's father is more important than her mother in determining the degree of her career commitment. It may be that attitudes of the father toward sex-role appropriate behavior are as important as those of the mother in determining a woman's career orientation.

Societal Factor

Societal factors are those influences in society that affect an individual's perceptions of appropriate sex roles and career options. These factors are external to the individual but represent the collective influence of values, attitudes, and behaviors that exist in society.

Educational Experiences. The educational system is an agent of socialization in society, and as such it may reflect and perpetuate the attitudes and conflicts surrounding sexism. Guttentag and Bray (1977) review the literature on how teachers mediate sex-role standards and conclude that teachers play a major role in inculcating and supporting children's sex role values and standards. Indirect evidence of sex-biased educational practices which may restrict women's career aspirations has been reviewed by Wirtenberg and Nakamura (1976). This review identifies three separate educational practices: use of biased instructional materials, separate curriculum for females and males, and biased counseling and testing.

Hawley (1971) concluded that much of the existing career theory does not apply to women and that counseling for females is often based on borrowed theory or stereotypes. Sex role stereotyping and bais have also been identified in educational measurement and interest tests (Diamond, 1975; Tittle, 1974), college catalogues (Harway, 1977), and career materials (Birk, Cooper, & Tanney, 1973, Note 1; 1975, Note 2; Heshusuis-Gilsdorf & Gilsdorf, 1975). In a review of research on counselor bias, Tanney and Birk (1976) found it difficult to describe clearly the impact of the therapist's gender on women clients as there may be other interacting variables. There are studies which suggest counselors are biased (Schlossberg & Pietrofesa, 1973; Thomas & Stewart, 1971); yet others (Borgers & Price, in press; Price & Borgers, 1977) do not document counselor bias. In a sampling of women psychologists, the American Psychological Association Task Froce on Sex Bias (APA, 1975) reported areas of sexism in the psychotherapeutic practice of women. Broverman, Broverman, Clarkson, Rosenkrantz, and Vogel (1970) report results which indicate a double standard of mental health. In an evaluation of studies of sexism in counseling, Stricker (1977) concludes that most of the results and conclusions are inferential and advocates further research to document sexism in the counseling process.

There is little experimental evidence which demonstrates that sex biased educational practices affect the vocational sex role and the career choice process. Also it is difficult to estimate the

impact of the schools on the socialization process, vocational sex role, and the career choice process. The difficulty lies in assessing the degree to which individuals internalize roles, values, and options in the family and how these experiences interact with the socialization process of the shcool.

Peer Group Influences. Peer group influences are those experiences with female and male friends that affect the vocational sex role and consequent career choice process. Peers become increasingly important in middle childhood and can affect a number of aspects of development (Ferguson, 1970). The socialization process that begins in the family may be extended and reinforced through the peer culture. There is no evidence that either sex is more likely to be influenced by peers (Maccoby & Jacklin, 1974). In assessing parent and peer influences, Brittain (1963) found that adolescents tend to turn to their parents for advice on school problems, educational plans for the future, and general moral decisions, but to their peers on issues of interpersonal relations, popularity, and status with peers.

Crites (1969) cites peers as an influence on the career choice process but suggests that further research is needed to identify the differential effects of peer pressure and family influence. Tangri (1972) found that female friends have a positive effect on woman's career orientation, but a tolerant or supportive boyfriend was found to be a more important influence on college women. This conclusion was confirmed by Edwards (1969) who states that male peers were found

to have a strong influence on women's career planning. Male peer group influence on the career choice of women has been documented by assessing the relationship between women's career choice and their perception of significant men's views of the feminine ideal (Hawley, 1971, 1972). The major impact the peer group has on a woman's career choice process may be through influencing her perception of what behaviors are appropriate for females.

Mass Media. Mass media are sources of influence such as radio and television that may affect women's values, attitudes, and behaviors. Over the years the media have been recognized as a reflector of societal values and as a contributor to a woman's perception of self, of others, and of her role in society (Liebert, Neale, & Davidson, 1973). The importance of media in sex role learning is not clear.

The assumptions underlying the importance of media are that the learning of appropriate sex role behaviors comes from the observation of female and male role models (Kagen, 1964b; Kohlberg, 1966; Mischel, 1966) and the belief that modeling is important in the acquisition of behaviors (Bandura & Walters, 1963). Observational learning and modeling seem to be logical explanations for television's influence (Leibert et al., 1973; Poulas, Rubinstein, & Leibert, 1975), but there are research difficulties when attempting to demonstrate observational learning from naturally occurring television exposure (Stein & Friedrich, 1975).

Although it is difficult to assess what an individual learns from media such as television, it is possible that television contributes to a stereotypic view of the world by depicting females in traditional or minor roles (Busby, 1975; DeFleur, 1964; Dohrmann, 1975; Gerbner, 1972; Tedesco, 1974). Female models are often underrepresented as exemplified by the fact that half of the most popular children's programs had to be discarded from the sample in a study done by Sternglanz and Serbin (1974) because they did not protray females. There are, of course, other types of media such as books, magazines, and films which reflect the sexism in society. Although there is a lack of evidence that people learn sex roles from the media, it is probable that traditional sex roles are strongly reinforced by it.

Individual Factor

The individual factors are those internal personality characteristics which define a person. These individual factors provide a means of internalizing the socializing influences of the familial and societal factors.

Self Expectancies. Self expectancies are one's perceptions of present and future options in lifestyles and careers. Limited self expectancies for women contribute to limited aspirations for a variety of career and lifestyle options. Sources of limitation are both internal and external to the individual. Other individual factors (abilities, interests, attitudes and achievement needs) are directly related to and affect the self expectancies of women. Feelings of

confidence, perceptions of appropriate roles, problem solving skills and levels of assertiveness contribute to one's self expectancies and may become either facilitators or barriers to career development. The traditional sex role of women is viewed as limiting expectancies through restricting options.

The existence of sex differences in expectancies for success from middle childhood is well established (Maccoby & Jacklin, 1974). While there are some inconsistencies in the research, the vast majority of the studies, using a diverse assortment of tasks, document the lower expectancies of females (Dweck & Gillard, 1975; Maccoby & Jacklin, 1974; Montanelli & Hill, 1969; Nicholls, 1975). A review of the recent literature by Parsons, Ruble, Hodges & Small (1976) suggests that sex differences in expectancy for success develop after children enter school and these differing expectancies relate to a woman's perception of her world and the differential behaviors of major socializing agents such as parents. It has been documented that women have lower educational and vocational aspirations than men (Coates & Southern, 1972; Lunneborg & Lunneborg, 1972) and that these differences may be contingent on different choices of roles and lifestyles (Angrist, 1972; Watley & Kaplan, 1971).

Abilities. Abilities are intellectual, affective, social and psychomotor skills that one has developed or can develop. The development, maintenance, and use of abilities are affected by sex role learning and interact with career and lifestyle options.

Much of the research in this area has been concerned with intellectual abilities. Research has indicated that a woman often devalues her intelligence if she perceives that men hold a negative attitude toward the use of her intelligence (Hoffman, 1972; Matthews & Tiedeman, 1967); this devaluing, inturn, may affect her career orientation. Astin & Myint (1971) suggest that scholastic aptitude and high educational aspirations are the best predictors of career orientation in women, and Faunce (1971) found that her sample differed from women-in-general on three dimensions: academic orientation, conformity, and social conscience. Summarizing the research on sex differences Maccoby & Jacklin (1974) concluded that college women tended to lack confidence in their abilities to do well on a new task and to feel less control over their own fates than men. Furthermore, these differences first appeared in college. It seems that a woman's development of her potential intellectual abilities is at least in part dependent on whether the use of her intellect conforms to her perception of appropriate sex role behaviors.

Interests. Although interest patterns in careers appear to be conditioned by sex role perceptions (Siegel, 1973; Tibbets, 1975), relationships between interests and vocational sex-role are largely unresearched. Crites (1969) reviews studies indicating that interests are correlates of career choice. The difficulty in measuring women's interests and the use of interest inventories have been discussed and debated (Birk, 1974; Diamond, 1975; Harmon, 1973, 1977; Holland,

1975; Johansson & Harmon, 1972; Prediger & Cole, 1975). From these discussions have come suggestions for test usage, discussion of interests with women, and revisions in the interest instruments.

Much of the interest measurement has been directed toward and has verified that the interests of career and homemaking women differ (Gysbers, Johnston, & Gust, 1968; Hoyt & Kennedy, 1958; Nagely, 1971; Wagman, 1966). These studies indicate that career-oriented women tend to be masculine in their career interests and have interests in careers that have been traditionally male dominated whereas homemaking-oriented women appear to have more traditionally feminine interests.

In general women's interest patterns seem to differ from those of men (Laime & Zytowski, 1964; Seder, 1940). In his work on the Strong-Campbell Interest Inventory, Campbell (1974) found that differences in interests between men and women are relatively constant across all occupations and that no occupation is free of them. The debate concerning the manner in which to best deal with sex differences in interest measurement is still unresolved. It seems that this and other questions in the area of interests need to be answered because of their importance to women. This importance is indicated by Faunce (1968) who states that regardless of ability, a person will be unable to achieve with consistent success unless the ability is accompanied by appropriate interests.

Need to Achieve. The need to achieve is the desire for accomplishments in life. This accomplishment might be realized in several areas. The achievement needs of women have currently received wide attention (Alper, 1974; Farmer, 1976; Hoffman, 1972). Although there is a body of research that predicts achievement behavior as a function of achievement motive, it was mainly collected on men (Alper, 1974), and attempts to apply it to women have produced puzzling and ambiguous results (O'Leary, 1974). The research that has been done with women indicates that there are differential aptitudes and achievement needs between career-oriented and family-oriented women (Astin, Suniewick, and Dweck, 1971). Winters and Sorensen (1975) have reviewed studies related to the differences between career-oriented and family-oriented women and concluded that women with career orientations tend to be higher achievers, to obtain higher scores on need achievement scales, to be interested in male dominated fields, and to score higher on mathematical and computational aptitude scales than family-oriented women. Achievement motivation in women is significantly related to sex role orientation (Alper, 1973) and in order to be manifested in performance, it must be perceived as acceptable within the female role (Houts, 1968).

Achievement needs are sometimes conflictual for women; this conflict may inhibit their career development. Achievement needs may conflict with affiliation needs (Bardwick, 1971; Hoffman, 1972). In reviewing many studies on achievement motivation in women, Maccoby &

Jacklin (1974) report that college age women have lower levels of academic self confidence and are less competitive than men. This evidence also indicates that the sex differences in self confidence usually do not appear before college. Farmer (1976) suggested that women's career motivation and achievement differs from men's in the following ways: lower academic self confidence in college, varying degrees of fear of success, motivation to be content with traditional career roles, home-career conflicts, myths about women and the world of work, limited risk taking behavior, and sex role socialization. These potential barriers may affect the vocational sex role, self concept, and the career choice process.

Attitudes. Attitudes encompass women's perceptions of themselves in relation to their roles in society. Women's attitudes toward their vocational sex roles and their career choices relate to their self expectancies as well as their attitudes toward a career, a family, and any family-career combination.

Past societal attitudes toward women's roles have supported their primary role as wife and homemaker (Friedman, 1965; Matthews & Tiedeman, 1964; Rand & Miller, 1972; Turner, 1964; Zytowski, 1969). Recent indications are that a higher percentage of women desire marriage-career combinations (Edwards, 1969; Epstein & Bronzsft, 1972; Watley & Kaplan, 1971). Women's attitudes toward their appropriate roles are influenced by the socialization process and are in constant

flux as societal values change (Parelius, 1975). These attitudes also undergo various changes as women move through different life stages and different needs become regnant (Super, 1957; Ginzberg & Associates, 1966).

Socioeconomic Factor

The socioeconomic factor relates directly to one's social, racial, or ethnic group and to the economic situation in our present society. Crites (1969) discusses these factors as cultural, sociological, or economic facets of career choice, and Osipow (1973) describes them as social system variables.

Social Class. In a comprehensive work Blau and Duncan (1967) analyzed sociological factors that influence occupational entry and functioning. They conclude that the social class of one's family is critical. Their conclusions that variables such as race, father's occupation, sex, marital status, family income, place of residence, and family status interact with personal factors which affect career opportunities as well as training and preparation are similar to results by Lipsett (1962) and Sewell and Shah (1968). A study by Lipsett (1962) summarizes the role of social variables in career development and indicates that social class membership influences the particular choice that an adolescent makes. Similarly, other findings (Form & Miller, 1949; Smelser, 1963; Youmans, 1956) suggest a positive relationship between level of career aspiration and socio-economic level. Brown (1970) states that children from lower economic classes have lower aspirations than do children from higher socio-

economic levels. Crites (1969) and Hollingshead (1949) believe that some correspondence exists between choices and the job pattern associated with each socioeconomic class in the adult world. A person's ideas about desirable jobs are a reflection of class and family experiences and also may be affected by the perceived prestige attached to careers.

When the hypothesis of a positive relationship between socioeconomic level and career choices for women has been tested, the results have been inconsistent. Some investigators (Goldesen, Rosenberg, & Williams, 1960; Siegel & Curtis, 1963; Zissis, 1964) have concluded that differences in father's occupation in career- and marriage-oriented female students are not discernable. In studies by Kosa, Racaiele and Schommer, (1962) and Komarovsky (1962), it was concluded that marriage orientation is positively correlated with lower socioeconomic levels and lower educational aspirations. Astin, Suniewick, and Dweck (1971) note that parents in high educational and occupational levels have a positive influence on their daughter's educational and career plans.

The findings concerning the relationship between socioeconomic status and career commitment are inconsistent. Zissis (1964) found that marriage-oriented students had more highly educated fathers than did career-oriented students. Other researchers have found high career commitment to be associated with lower socioeconomic status (Eyde, 1962; Levitt, 1971, Rossi, 1968; White, 1967). Conversely,

it is suggested (Winters & Sorensen, 1975) that high socioeconomic status is more conducive to a pioneer career orientation than is lower socioeconomic background because high socioeconomic status parents are more able to finance their daughter's educational and enrichment experiences. In explaining the inconsistent results on socioeconomic levels and women's career plans, Winters and Sorensen (1975) discuss the difficulty in distinguishing between direct paternal influences on the career orientation and the effects of socioeconomic status. Mulvey (1963) and Lyon (1967) each studied the careers of women out of college for several years and found socioeconomic status to have no significant effect on their career directions. Levitt (1971) is critical of past, inconsistent research results and attributes these mixed results to a lack of precise definitions and to other methodological difficulties.

Race. Blau and Duncan's (1967) work indicates that race interacts with social class, career aspiration, opportunities, and career attainment. Given the realities of institutional and personal racism in our society (U.S. Commission on Civil Rights, 1970), it is accurate to say the nonwhites face special barriers in career planning in obtaining preparation and entrance into the work force.

The role of race in career development seems to be a factor that can affect the career choice process, but further research is needed to indicate in what manner. Smith (1975) reviews the profile of the black individual in the vocational literature and concludes that there

is very little information about the career development of Blacks and that most theories are absed on the vocational development of while middle class males. Osipow (1973) reports that information dealing with minority groups' career development is both confusing and inconsistent. Picou and Campbell (1975) edited a comprehensive analysis of the career development of special groups which should generate better theories, research, and approaches to aiding non-white people in their career development.

Sex Discrimination. The existence of sex discrimination against women in terms of employment, advancement, and quality of pay is widely documented. There is little doubt that this discrimination exists (Fact sheet, 1976) and provides barriers to the career development of women. Title VII of the Civil Rights Act of 1964, which states that discrimination on the basis of race, color, religion, sex, or national origin is an unlawful employment practice, has forbidden the continuance of sex discrimination. Affirmative action plans have been implemented to begin to equalize and facilitate women's entry into the work force. However, the past three decades have shown a gradual decline in women's occupational, economic, and educational achievements compared to those of men (Knudsen, 1969). The inequities of discrimination and the difficulties women face when dealing with male employers or the male-oriented work environment interfere with their career development process.

Supply & Demand of Jobs. The economic instability of present times which affects the supply and demand of jobs is another critical factor as women plan and implement their careers. Occupational outlook trends are unstable and are contingent on such factors as state and federal legislation, international trade agreements, inflation, and the decisions of the federal government and organized labor. Our economic system is in a constant state of flux with a demand for certain jobs one year and a scarcity of these same jobs the next year. As this economic instability continues, the supply and demand of jobs will remain an important factor and a possible barrier to the career development of women.

Situational Factors

Situational factors that affect the career choice process are those events or unforeseen circumstances that inadvertently affect the choice of a career.

Chance. Chance is defined as those unplanned or unpredictable events which affect a person's career choice. Miller and Form (1951) define chance as unplanned experiences. In an analysis of career backgrounds of a large number of young people, they concluded that chance experiences appear to have affected career choices more than any other factor. In a review of nonpsychological theories of career choice, Crites (1969) refers to the accident theory of vocational choice. Osipow (1973) discusses being in the right place at the

right time as sometimes having more to do with career decisions that people make than systematic planning or career counseling. A relationship between occupational level and planned determinants of occupational entry was found in a review of career histories of 60 men (Hart, Raynor, & Christensen, 1971). On the basis of this review, they recommend that counselors take the role of chance more seriously, especially with lower level occupations.

Course of Least Resistance. A similar idea is the course of least resistance (Osipow, 1973, 1975). Choice is not involved, but, rather, a gravitation toward options which provide the least resistance, hard work, or difficulty. This path may be taken to avoid failure, embarrassment, or anxiety and may come from difficulty in decision making or risk taking.

Socialization, Sex Role Learning, and Career Development

Although most career development theories have been based on men, it has been assumed that differences between men's and women's career development processes exist (Osipow, 1973). These differences have been explained in terms of psychosocial roles, including sex roles (Diamond, 1971). Sex role orientation has been associated both with career choice (Heilbrun, 1963) and achievement motivation in women (Houts and Entwiste, 1968). Interest in careers appears to be conditioned by adherence to traditional definitions of sex role patterns (Siegel, 1973; Tibbetts, 1975). Several researchers believe

that sex roles, including vocational concomitants of those sex roles, are developed in early childhood (Barclay, 1974; Iglitzin, 1973; Looft, 1971). Barnett (1975) suggests internal obstacles, that is attitudinal barriers arising from early socialization and sex role learning, may affect the level of career choice.

Weeks, Thornburg, and Little (1977) have recommended further research into the process of learning gender identity as it relates to career choices. Richardson (1974) believes that understanding women's career orientation must be based on an understanding of their underlying sex role identification. Reviews of research on sex role development have found few studies that have specific vocational application (Barclay, 1974). Models, theories, and research on how people learn sex roles have not emerged. This model represents an initial attempt to conceptualize how the career choice process may be influenced by socialization, sex role learning, and other factors.

Implications

The model which has been presented has a potential usefulness for consultation activities. One method of reducing sexism in career planning is through such consultation which provides an avenue for broader involvement of the counseling psychologist in developmental activities. This model has the potential to be used with diverse groups of women to help them become more aware of how their socialization and sex role learning processes might affect their career and

life planning. The model can be used to structure career development groups or programs for women. By helping women to blend information about the socialization process, the career choice process, and options in the world of work, the counseling psychologist may encourage development; however, the responsibility for development and change is left with the individual.

In addition to a need for consultation, there is also a need for career development theories about women (Osipow, 1973). Existing literature on women's careers development is diverse, the research not well designed (Osipow, 1975), and often addresses limited questions. Comprehensive career development theories for women must account for many variables, at different socioeconomic levels and life stages, and be able to synthesize them. There is a need for empirical evidence to delineate relationships that exist among the sex role learning process, self concept, and the career choice process. This model is an initial attempt to develop a career development theory for women through synthesizing the existing literature in the area. Research is needed to determine the validity and usefulness of the different parts of the model.

Another implication for the use of this model is as a sensitization tool for both professionals and paraprofessionals. There is a need to sensitize groups such as faculty, counselors, and residence hall personnel to the issues involved in sex role learning and its impact on the career choice process. Through consulting with

these individuals, a greater portion of the population can be reached and the impact of consultative efforts can be increased. From such efforts it is possible to have a broader involvement in developmental activities such as providing support for transcending sex roles. Through this process the role of the counseling psychologist will be focused on reducing sexism in the career planning of women.

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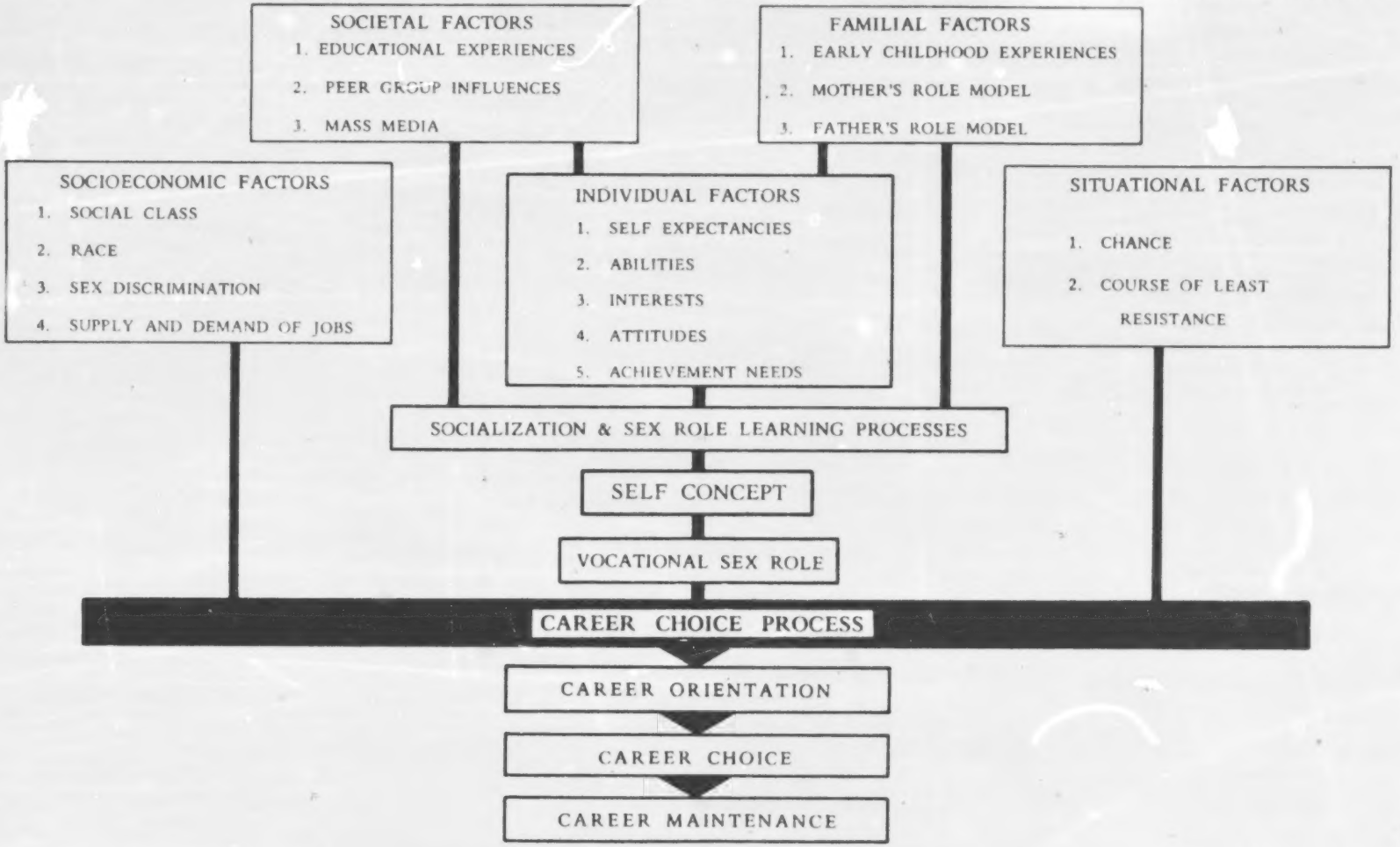
Figure 1

FACTORS WHICH MAY AFFECT THE SOCIALIZATION, SEX ROLE LEARNING, AND THE CAREER CHOICE PROCESSES IN COLLEGE WOMEN



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APPENDICE A

A SLIDE/TAPE SHOW TO ASSIST COLLEGE WOMEN IN UNDERSTANDING THEIR SOCIALIZATION, SEX ROLE LEARNING, AND CAREER CHOICE PROCESSES*

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*This slide/tape show was presented as part of the symposium "A preventive Model to Reduce Sexism in Career Planning" at the American Psychological Association, San Francisco, August, 1977.

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ABSTRACT

THE ATTACHED NARRATIVE IS AN EXAMPLE OF A CONSULTATIVE, PREVENTIVE SLIDE TAPE SHOW THAT CAN BE USED IN CONSULTATION AND EDUCATIONAL PROGRAMMING TO SENSENTIZE AND EDUCATE WOMEN TO THE CONSEQUENCES OF THEIR PAST SOCIALIZATION PROCESS, SEX ROLE STEREOTYPING, AND THE CONSEQUENT CAREER CHOICE PROCESS. THE SLIDE SHOW IS BASED ON A CONCEPTUAL MODEL (SEE FIGURE 1) THAT CAN BE USED BY COUNSELORS AND COUNSELING PSYCHOLOGISTS TO IMPLEMENT PREVENTIVE PROGRAMS WITH WOMEN WHO ARE UNAWARE OF THEIR DIVERSE CAREER OPTIONS AND WHO FACE THE RESTRICTIONS OF SOCIETY. A SIMPLIFIED VERSION OF THIS CONCEPTUAL MODEL IS SHOWN IN FIGURE 2 AND IS UTILIZED IN THIS SCRIPT.

THE SPECIFIC PARTS OF THE SLIDE/TAPE SHOW INCLUDE INDIVIDUAL, SOCIETAL, FAMILIAL, SOCIOECONOMIC AND CHANCE FACTORS THAT MAY AFFECT THE SEX ROLE FORMATION AND CAREER CHOICE PROCESS. BARRIERS THAT MAY LIMIT THE CAREER CHOICE PROCESS INCLUDING FEAR OF FAILURE AND SUCCESS, LACK OF CONFIDENCE AND ASSERTIVENESS, AND OTHER EMOTIONAL BARRIERS ARE DESCRIBED. COUNSELING AND CAREER PLANNING RESOURCES AT THE UNIVERSITY OF KANSAS ARE IDENTIFIED TO FACILITATE THE CAREER PLANNING OF THE VIEWERS.

INTRODUCTION -- DIANA ROSS' "THEME FROM MAHOGANY (DO YOU KNOW WHERE YOU"RE GOING TO?)" IS PLAYED FOR TWO MINUTES.

SEX ROLE FORMATION AND SOCIALIZATION, CAREER PLANNING, FEAR OF FAILURE, FEAR OF SUCCESS, MARRIAGE, CAREER, LOSS OF FEMININITY, NON-TRADITIONAL CAREERS FOR WOMEN, AND BARRIERS TO CAREER CHOICES. WHAT DO THESE TERMS MEAN TO YOU? THIS PROGRAM IS AN ATTEMPT TO EXPLAIN HOW THESE TERMS MAY AFFECT YOUR LIFE.

IT IS KNOWN THAT WOMEN FACE SPECIAL PROBLEMS IN PLANNING CAREERS. THESE PROBLEMS STEM FROM THE WAY BOYS AND GIRLS ARE SOCIALIZED AT AN EARLY AGE IN FAMILIES AND SCHOOLS, THE SOCIETAL EXPECTANCIES OF WOMEN, OVERT AND COVERT DISCRIMINATION BY EMPLOYERS, AND A VARIETY OF OTHER FACTORS. THESE ACT AS BARRIERS TO THE CAREER DEVELOPMENT OF WOMEN.

THIS PROGRAM PRESENTS SOME OF THESE BARRIERS AND ASKS YOU TO CONSIDER WHETHER THEY HAVE CONTRIBUTED TO THE LIMITING OF YOUR CAREER AND LIFESTYLE OPTIONS. THE SPECIFIC GOAL IS TO PROVIDE A FRAMEWORK IN WHICH TO CONSIDER YOUR BEHAVIORS AND ATTITUDES.

THE CREATORS OF THIS PROGRAM HAVE A PHILOSOPHY ABOUT THE CAREER PLANNING OF WOMEN. WE BELIEVE THAT YOU HAVE A RIGHT TO CHOOSE FROM A VARIETY OF LIFE AND CAREER OPTIONS. WE DO NOT DE-VALUE EITHER THE CONVENTIONAL HOMEMAKING FAMILY ROLE OR THE NON-TRADITIONAL CAREER ROLE FOR WOMEN. WE DO VALUE YOUR RIGHT TO FREELY CHOOSE YOUR CAREER AND LIFESTYLE AS A PERSON, WITH INSIGHT INTO THE PROBABLE OUTCOMES OF YOUR CHOICES. WE ARE INTERESTED IN HELPING YOU TO EXPAND YOUR OPTIONS, TO LOOK FREELY AT YOUR CHOICES, AND MAKE GOOD DECISIONS USING THE RESOURCES ON THIS CAMPUS.

SEX ROLE FORMATION

AN IMPORTANT FACTOR IN THE CAREER PLANNING PROCESS IS THE WAY WOMEN VIEW THEIR SEX ROLES. SEX ROLES ARE FORMED BY IDENTIFYING ATTITUDES AND BEHAVIORS AS APPROPRIATELY MALE OR FEMALE. THIS PROCESS BEGINS AT A VERY EARLY AGE AND CONTINUES THROUGHOUT A LIFETIME.

REBECCA, HEFNER, AND OLESHANSKY OF THE UNIVERSITY OF MICHIGAN BELIEVE THAT SEX ROLE DEVELOPMENT PROCEEDS THROUGH THREE STAGES. IN STAGE 1, THE YOUNG CHILD VIEWS THE WORLD AS UNDIFFERENTIATED. THAT IS, THERE ARE NO DIFFERENCES BETWEEN FEMALES AND MALES IN TERMS OF ROLES, EXPECTATIONS, OR BEHAVIORS. IN STAGE II, THE CHILD VIEWS LIFE ACCORDING TO STRICT SEPARATION INTO EITHER FEMALE OR MALE CATEGORIES AND HESITATES TO DEVIATE FROM THE EXPECTATIONS OF THE ROLE WHICH SHE OR HE THINKS APPROPRIATE. IN STAGE III, THE PERSON CAN MOVE FREELY FROM SITUATION TO SITUATION AND CHOOSE BEHAVIORS REGARDLESS OF THEIR TRADITIONAL MALE OR FEMALE CONNOTATION. STAGE II, THE DIFFERENTIATED VIEW OF SEX ROLES, IS THE MOST PREVALENT VIEW IN OUR PRESENT SOCIETY.

AT WHICH STAGE ARE YOU? HOW DID YOU GET THERE? IS YOUR SEX ROLE DEVELOPMENT AFFECTING YOUR CHOICE OF CAREERS? WE THINK CAREERS SHOULD BE PLANNED; THEREFORE, WE ARE ASKING YOU TO CONSIDER YOUR CAREER CHOICE PROCESS.

THE MODEL

THERE ARE FIVE DIFFERENT FACTORS WHICH MAY INFLUENCE THE CAREER CHOICE PROCESS. INDIVIDUAL FACTORS INCLUDE SELF EXPECTANCIES,

ABILITIES, INTERESTS, ATTITUDES, AND ACHIEVEMENT NEEDS. SOCIETAL FACTORS INCLUDE EDUCATIONAL EXPERIENCES, PEER GROUP INFLUENCES, AND MASS MEDIA. SOME OF THE FAMILIAL FACTORS ARE EARLY CHILDHOOD EXPERIENCES, MOTHER'S ROLE MODEL, AND FATHER'S ROLE MODEL. SOCIO-ECONOMIC FACTORS ARE SOCIAL CLASS, RACE, AND SEX DISCRIMINATION. THE LAST FACTOR INCLUDES CHANCE AND THE COURSE OF LEAST RESISTANCE. THESE FIVE FACTORS MAY BE CENTRAL IN LIMITING YOUR CAREER AND LIFE PLANNING CHOICES. EACH OF THESE WILL BE DISCUSSED IN MORE DETAIL SINCE RESEARCH SUGGESTS THAT THESE FACTORS ARE A MEANINGFUL WAY TO HELP YOU SEE HOW YOUR SOCIALIZATION MAY AFFECT YOUR CAREER CHOICES OVER A LIFETIME.

SELF EXPECTANCIES

SELF EXPECTANCIES ARE THOSE THOUGHTS ABOUT WHAT IS POSSIBLE FOR YOU IN THE FUTURE. IT IS GENERALLY RECOGNIZED THAT WOMEN HAVE FEWER EXPECTANCIES FOR SUCCESS AND THEREFORE LIMIT THEIR CAREER CHOICES.

RELATED TO SELF EXPECTANCIES, IS THE NEED TO ACHIEVE, WHICH, IN ITS SIMPLEST TERMS, IS THE DESIRE TO ACCOMPLISH THINGS IN LIFE. THERE IS AMPLE EVIDENCE THAT MEN AND WOMEN SHOW DIFFERENT CAREER ACHIEVEMENT. RESEARCH SHOWS WOMEN TO HAVE LOWER LEVELS OF ACADEMIC SELF CONFIDENCE AND TO BE LESS COMPETITIVE WHEN COMPARED TO MEN. USUALLY, THE LOWER LEVELS OF ACADEMIC SELF CONFIDENCE AND LESSENED COMPETITIVENESS FIRST APPEAR IN COLLEGE. THIS WOULD INDICATE THAT WOMEN MAY HAVE SPECIAL DIFFICULTIES IN CAREER PLANNING AND ACADEMIC SUCCESS IN THE EARLY YEARS OF COLLEGE, PARTICULARLY IN THE FRESHMEN AND SOPHOMORE YEARS. WHAT DO YOU EXPECT OF YOURSELF?

ABILITIES

ABILITIES ARE THOSE CHARACTERISTICS THAT YOU HAVE DEVELOPED DURING LIFE. ABILITIES ARE WHAT YOU CAN DO NOW, WHAT YOU CAN LEARN TO DO, AND WHAT YOUR POTENTIALS ARE. THE ABILITIES YOU CHOOSE TO DEVELOP ARE OFTEN AFFECTED BY WHETHER OR NOT YOU THINK THEY ARE APPROPRIATE FOR YOUR SEX. YOUR ABILITIES, AND HOW YOU SEE THEM, ARE IMPORTANT FACTORS AS YOU PLAN YOUR CAREER.

INTERESTS

RESEARCHERS HAVE ALSO SHOWN THAT INTERESTS ARE IMPORTANT IN CHOOSING A CAREER. INTERESTS ARE CAREER RELATED PATTERNS OF CURIOSITY OR ATTENTION. YOUR INTERESTS ARE THOSE CHARACTERISTICS THAT ATTRACT YOU TO CERTAIN CAREERS, OCCUPATIONS, OR LEISURE PURSUITS. WOMEN HAVE BEEN SOCIALIZED IN THE PAST TOWARD HOMEMAKING CAREERS AND OTHER TRADITIONALLY FEMININE CAREERS SUCH AS NURSING OR TEACHING. ONLY RECENTLY HAVE WOMEN BEEN ENCOURAGED TO ENTER A WIDE VARIETY OF CAREERS IN SICENCE, BUSINESS, AND INDUSTRY. ARE YOU AWARE OF YOUR INTERESTS?

ATTITUDES

ATTITUDES OF WOMEN TOWARD CAREERS RELATE TO HOW WOMEN SEE THEIR ROLES IN SOCIETY IN TERMS OF MARRIAGE, FAMILY AND WORK. THESE ATTITUDES ARE IN CONSTANT TRANSITION IN AMERICAN SOCIETY.

HISTORICALLY, THE AMERICAN WOMAN'S PRIMARY ROLE HAS BEEN AS A HOMEMAKER. MORE RECENT TRENDS INDICATE THAT HIGHER PERCENTAGES

OF WOMEN DESIRE MARRIAGE-CAREER COMBINATIONS. MANY WOMEN HAVE BEEN CONCERNED OVER MANAGING BOTH A CAREER AND FAMILY. SOME WOMEN ARE CONCERNED ABOUT THE EFFECTS OF THEIR EMPLOYMENT ON THEIR CHILDREN. MISCONCEPTIONS AND NARROW ATTITUDES ABOUT WORKING WOMEN MAY BE PRIMARY BARRIERS TO YOUR CAREER DEVELOPMENT. WHAT ARE YOUR ATTITUDES TOWARD CAREERS, MARRIAGE, AND FAMILY?

SOCIETAL FACTORS

INTERACTING WITH THE ABOVE INDIVIDUAL FACTORS ARE THE SOCIETAL FACTORS.

EDUCATIONAL EXPERIENCES

ONE SUCH SOCIETAL FACTOR IS ONE'S EDUCATIONAL EXPERIENCES. IT IS DIFFICULT TO ESTIMATE THE IMPACT OF THE SCHOOL ON THE SEX ROLE FORMATION AND THE CAREER CHOICE PROCESS. THERE ARE THREE MAJOR CRITICISMS OF THE SCHOOLS. FIRST OF ALL, TEACHERS AND COUNSELORS HAVE BEEN CRITICIZED FOR USING TEXTBOOKS AND INSTRUCTIONAL MATERIALS THAT PRIMARILY SHOW WOMEN IN STEREOTYPICAL ROLES. SECONDLY, SCHOOLS HAVE DIFFERENT CURRICULA FOR MEN AND WOMEN. IN ADDITION, COUNSELORS HAVE BEEN QUESTIONED ABOUT USING SEX BIASED TESTS AND COUNSELING WOMEN TOWARD TRADITIONAL CAREERS. THIS COLLECTIVE EVIDENCE SUGGESTS THAT SCHOOLS, AS SOCIETAL INSTITUTIONS, HAVE A MAJOR IMPACT ON THE SOCIALIZATION PROCESS AND TEND TO REINFORCE RESTRICTED ROLE MODELS AND LIMITED CAREER OPPORTUNITIES FOR WOMEN. HAVE YOU EVALUATED YOUR EDUCATIONAL EXPERIENCES?

PEER GROUP

IT IS ALSO KNOWN THAT FRIENDS AND ASSOCIATES HAVE AN IMPACT ON YOUR VALUES, BELIEFS, AND APPROACHES TO LIFE. AS YOU GROW UP, YOU TEND TO BE AFFECTED BY WHAT YOUR PEERS BELIEVE. THE VALUES THAT THEY HOLD ABOUT WHAT MEN AND WOMEN SHOULD BE AND WHAT CAREER ROLES ARE APPROPRIATE FOR EACH SEX ARE POWERFUL FACTORS THAT MAY AFFECT THE CAREER CHOICE PROCESS. RESEARCH INDICATES THAT SIGNIFICANT MALE PEERS CAN HAVE STRONG INFLUENCES ON COLLEGE WOMEN'S CAREER ASPIRATIONS. TO WHAT EXTENT HAVE YOUR PEERS, PARTICULARLY SIGNIFICANT MALE FRIENDS, AFFECTED HOW YOU SEE YOUR CAREER OPTIONS?

MASS MEDIA

OVER THE YEARS, MASS MEDIA (RADIO, TELEVISION, AND NEWSPAPERS) HAVE BEEN RECOGNIZED AS POTENT REFLECTORS OF SOCIETAL STRUCTURE AND VALUES. IT IS BELIEVED THAT PEOPLE LEARN BEHAVIORS, ROLES, AND ATTITUDES FROM THE MEDIA. IT WOULD FOLLOW THAT THE MEDIA REINFORCE APPROPRIATE ROLES FOR MEN AND WOMEN THROUGH THE WAY IN WHICH IT DEPICTS THEM.

IT HAS BEEN DOCUMENTED THAT IN MANY TELEVISION SHOWS FEMALES ARE NOT FREQUENTLY SHOWN IN MAJOR ROLES AND ARE NOT SHOWN AS DESIRABLE ROLE MODELS. WOMEN ARE GENERALLY SHOWN IN TRADITIONAL-HOMEMAKING ROLES. ALTHOUGH MORE EVIDENCE NEEDS TO BE GATHERED, IT IS BELIEVED THAT THE MASS MEDIA HELP LIMIT VIEWS OF APPROPRIATE ROLES FOR WOMEN AND THE CAREER OPTIONS AVAILABLE TO THEM. CONSIDER THE WAY YOU HAVE SEEN WOMEN DEPICTED IN THE MEDIA. HOW ARE THESE AFFECTING YOUR VIEWS?

FAMILIAL FACTORS

ANOTHER FACTOR CONTRIBUTING TO YOUR SEX ROLE IDENTIFICATION IS THE FAMILY, A POWERFUL SOCIALIZING AGENT. PARENTS SOCIALIZE CHILDREN BY SERVING AS MODELS TO BE IMITATED, BY THEIR DIRECT VERBALIZATIONS, AND BY REWARDING OR PUNISHING APPROPRIATE OR INAPPROPRIATE BEHAVIOR. CHILDREN OBSERVE BEHAVIORS IN PARENTS AND SIBLINGS AND FROM THIS LEARN THAT MEN AND WOMEN PERFORM DIFFERENT ROLES.

A GIRL'S RELATIONSHIP WITH HER MOTHER AND HER PERCEPTION OF HER MOTHER'S ROLE MAY SIGNIFICANTLY AFFECT HER VIEW OF WHAT IS APPROPRIATE BEHAVIOR FOR WOMEN. A MOTHER'S ATTITUDE TOWARD CAREER AND MARRIAGE MAY SIGNIFICANTLY AFFECT THE CAREER AND LIFESTYLE OPTIONS OF HER DAUGHTER.

FATHERS ARE ALSO MODELS. THEY CAN REINFORCE APPROPRIATE BEHAVIORS FOR DAUGHTERS AND WOMEN IN GENERAL. ALTHOUGH WE ARE STILL LEARNING HOW FATHERS AFFECT DAUGHTER"S SEX ROLE FORMATION AND CAREER PLANS, IT IS APPROPRIATE TO SAY THAT HOW A FATHER VIEWS A WOMAN'S ROLE, WHAT FATHERS FEEL IS APPROPRIATE FOR WOMEN, AND WHETHER FATHERS BELIEVE THAT WOMEN SHOULD CHOOSE FROM A WIDE VARIETY OF CAREERS MAY INFLUENCE HOW YOU SEE YOURSELF AND WHAT OPTIONS ARE AVAILABLE TO YOU. HAVE YOU EVER THOUGHT ABOUT THE WAYS IN WHICH YOU HAVE BEEN INFLUENCED BY YOUR FAMILY?

SOCIOECONOMIC FACTORS

SOCIOECONOMIC FACTORS SUCH AS ONE'S SOCIAL CLASS, RACE, GEOGRAPHIC LOCATION, CAN AFFECT THE CAREER CHOICE PROCESS. OUR ECONOMIC SYSTEM IS IN CONSTANT FLUX WITH A DEMAND FOR CERTAIN JOBS ONE YEAR AND THEN A SCARCITY OF THESE SAME JOBS THE NEXT YEAR. WOMEN HAVE BEEN DEPRIVED OF CERTAIN JOBS, CAREERS, AND PAY INCREASES BECAUSE OF THEIR SEX. THIS KIND OF DISCRIMINATION IS NOW AGAINST THE LAW, AND EFFORTS ARE BEING IMPLEMENTED THROUGH AFFIRMATIVE ACTION PLANS TO CHANGE THESE DISCRIMINATORY PATTERNS. DO ANY OF THESE FACTORS AFFECT YOU?

CHANGE FACTORS

ANOTHER SIGNIFICANT FACTOR THAT MAY AFFECT THE CAREER CHOICE PROCESS IS CHANCE. A GREAT NUMBER OF PEOPLE DO NOT ACTULALY CHOOSE A CAREER, BUT SEEM TO FALL INTO A CAREER OR LEAVE THE CHOICE TO FATE. BEING AT THE RIGHT PLACE AT THE RIGHT TIME OR KNOWING THE RIGHT PEOPLE SOMETIMES IS AS IMPORTANT AS YOUR PAST SOCIALIZATION OR OTHER FACTORS IN YOUR LIFE.

ANOTHER COMMON APPROACH TO NOT REALLY CHOOSING A CAREER IS CALLED THE COURSE OF LEAST RESISTANCE. AGAIN, THERE IS NO REAL CHOICE, BUT INDIVIDUALS GRAVITATE TOWARD OPTIONS THAT WILL PROVIDE THEM WITH THE LEAST RESISTANCE, DIFFICULTY, OR HARD WORK. THE PATH OF LEAST RESISTANCE IS NON RISK-TAKING AND USUALLY CHOSEN TO AVOID FAILURE, EMBARRASSMENT, OR ANXIETY. DO YOU PLAN OR JUST LET THINGS HAPPEN TO YOU?

BARRIERS TO WOMEN'S CAREER DEVELOPMENT

GIVEN THESE INDIVIDUAL, SOCIETAL, FAMILIAL, SOCIOECONOMIC, AND CHANGE FACTORS, WOMEN SOMETIMES FACE SPECIAL PROBLEMS IN CAREER PLANNING. THESE PROBLEMS EMANATE FROM (1) THE FIVE FACTORS JUST DISCUSSED, (2) RIGID ADHERENCE TO SEX ROLE STEREOTYPES ABOUT MEN AND WOMEN AND CAREERS, AND (3) TENSION BETWEEN DECIDING TO HAVE A FAMILY, A CAREER, OR BOTH.

SOME OF THE CAREER DEVELOPMENT BARRIERS THAT WOMEN HAVE FACED IN THE PAST ARE FEAR OF FAILURE, FEAR OF SUCCESS, FEAR OF THE LOSS OF FEMININITY AND SUBSEQUENT SOCIAL REJECTION, AND A LACK OF CONFIDENCE AND ASSERTIVENESS.

ONE OF THESE BARRIERS OR A COMBINATION OF THESE BARRIERS MAY AFFECT, INHIBIT, OR SWAY YOUR CAREER OR LIFESTYLE CHOICES. YOUNG WOMEN'S LIVES TODAY ARE BEING SIGNIFICANTLY AND SOMETIMES NEGATIVELY AFFECTED BY THESE CONCERNS. YOU MIGHT BE THINKING AS WE GO THROUGH THESE BARRIERS WHICH, IF ANY, ARE RELEVANT FOR YOU.

FEAR OF FAILURE

FEAR OF FAILURE IS A LEARNED FEAR. IT IS THE FEAR OF BEING JUDGED AS INADEQUATE, JUDGING YOURSELF AS UNSUCCESSFUL, OR FEARING THAT OTHERS WILL SEE YOU AS UNSUCCESSFUL. SOME RESEARCH INDICATES THAT WOMEN HAVE GREATER FEAR OF FAILURE THAN MEN AND THAT THIS PROBLEM INCREASES WITH AGE. ALSO FEAR OF FAILURE IS RELATED TO LOW SELF ESTEEM OR ACCEPTANCE. THE FEAR OF FAILURE MAY LIMIT RISK TAKING, NARROW CAREER ASPIRATION, OR INHIBIT WOMEN FROM

ACTUALIZING THEIR POTENTIALS. THIS FEAR MAY INCREASE THE CHANCE THAT WOMEN WILL AVOID SITUATIONS WHERE THEY MIGHT FAIL, PARTICULARLY IN COMPETITIVE SITUATIONS WITH MEN.

FEAR OF SUCCESS

SOMETIMES THE FEAR OF FAILURE IS ASSOCIATED WITH THE FEAR OF SUCCESS. FEAR OF SUCCESS IS AVOIDING SUCCESS BECAUSE OF POSSIBLE NEGATIVE CONSEQUENCES SUCH AS SOCIAL REJECTION BECAUSE YOU DO NOT MEET OTHER'S EXPECTANCIES. RESEARCH INDICATES A GREATER FEAR OF SUCCESS IN WOMEN THAN IN MEN. THE ATTITUDE OF MALE PEERS TOWARD THE APPROPRIATE ROLES OF WOMEN IS THE MOST SIGNIFICANT FACTOR IN AROUSING THE FEAR OF SUCCESS IN WOMEN. FEAR OF SUCCESS IS ALSO GREATER FOR WOMEN ASPIRING TO ENTER NON-TRADITIONAL CAREERS. SOMETIME WOMEN EQUATE SUCCESS WITH THE LOSS OF FEMININITY.

LOSS OF CONFIDENCE AND ASSERTIVENESS

OTHER DIFFICULTIES THAT WOMEN MAY FACE ARE A LACK OF CONFIDENCE AND ASSERTIVENESS. SOME WOMEN HAVE NOT BEEN GIVEN AMPLE OPPORTUNITY IN THE PAST TO BE IN POSITIONS OF LEADERSHIP, TO ORGANIZE PROJECTS, OR TO SPEAK PUBLICLY. WITHOUT THESE, WOMEN HAVE FOUND IT DIFFICULT TO DEVELOP SELF CONFIDENCE AND NECESSARY EXPERIENCE. PAST SOCIALIZATION AND LIMITED EXPECTATIONS FOR WOMEN HAVE REINFORCED WOMEN TO BE PASSIVE AND DEPENDENT. ASSERTIVENESS TRAINING, FOR WOMEN IS BEING IMPLEMENTED TO ASSIST WOMEN IN LEARNING SKILLS TO BE INDEPENDENT, CONFIDENT, AND ASSERTIVE.

SUMMARY OF BARRIERS TO CAREER DEVELOPMENT

THESE BARRIERS TO THE CAREER DEVELOPMENT OF WOMEN CAN RESULT IN SUCH EMOTIONS AS ANGER, RESENTMENT, FEAR, LONELINESS, AND FRUSTRATION. INTERACTING WITH THESE EMOTIONS ARE FEELINGS OF GUILT. WOMEN SOMETIMES FEEL GUILT OVER NOT REALIZING THEIR POTENTIAL. OTHER TIMES GUILT IS EXPERIENCED BY ACTUALIZING ONE'S POTENTIAL, BUT DISAPPOINTING SIGNIFICANT OTHERS SUCH AS PARENTS, SPOUSES, OR CLOSE FRIENDS. WOMEN MAY FEEL GUILTY ABOUT WORKING OUTSIDE THE HOME AND NOT BEING GOOD MOTHERS.

THE FEAR OF FAILURE, FEAR OF SUCCESS, LACK OF CONFIDENCE AND ASSERTIVENESS, AND UNRESOLVED EMOTIONS ARE SOME OF THE BARRIERS THAT WOMEN MAY FACE AS THEY PLAN THEIR CAREERS. WHICH OF THESE, IF ANY, AFFECT YOU AT THIS MOMENT? ARE YOU WILLING TO DEAL WITH EMOTIONS RESULTING FROM THEM?

RESOURCES AVAILABLE FOR HELP

SOME WOMEN HAVE FEW CONFLICTS ABOUT THEIR CAREER PLANS. OTHER WOMEN DO NEED SPECIAL HELP. THE UNIVERSITY OF KANSAS IS FULLY COMMITTED TO ASSISTING YOU AND OTHER STUDENTS WITH ANY CAREER PLANNING CONCERNS. THE ACADEMIC FACULTY, RESIDENCE HALL PERSONNEL, AND THE OFFICES IN STUDENT AFFAIRS ARE AVAILABLE TO YOU AS YOU PLAN YOUR FUTURE.

THE UNIVERSITY COUNSELING CENTER IS LOCATED IN 116 BAILEY HALL AND IS AVAILABLE TO YOU WITHOUT COSTS. IT IS OPEN FROM 8:00 A.M. TO 5:00 P.M. AND IS AVAILABLE TO HELP WITH A WIDE RANGE OF PROBLEMS INCLUDING CAREER PLANNING AND EXPLORATION, ADJUSTMENT TO

CAMPUS LIFE, THE ESTABLISHMENT OF BETTER RELATIONSHIPS WITH PEERS AND PARENTS, AND QUESTIONS ABOUT SEXUALITY. STUDENTS SOMETIMES ELECT TO TAKE CAREER OR PERSONALITY TESTS TO LEARN MORE ABOUT THEMSELVES OR CONFIRM WHAT THEY ALREADY KNOW.

THE CAREER RESOURCE CENTER IS LOCATED IN THE COUNSELING CENTER AND IS OPEN 9:00 A.M. TO 4:30 P.M. DAILY. NO APPOINTMENT IS NEEDED, AND THE CENTER IS STAFFED BY CAREER RESOURCE SPECIALISTS TO ASSIST YOU. THE CAREER RESOURCE CENTER HAS OVER 3,000 PIECES OF CURRENT CAREER INFORMATION AS WELL AS INFORMATION ABOUT OCCUPATIONAL OUTLOOK TRENDS, AND GRADUATE TRAINING. THE CENTER ALSO HAS OVER SIXTY, 15 MINUTE CASSETTE TAPES DESCRIBING IN DETAIL EACH UNDERGRADUATE MAJOR AT K.U. FREE INFORMATION ABOUT RESUME WRITING, INTERVIEW PREPARATION, AND CAREER OPPORTUNITIES ARE ALSO AVIALABLE.

THE EMILY TAYLOR WOMEN'S RESOURCE CENTER IS LOCATED IN THE DEAN OF WOMEN'S OFFICE AT 220 STRONG HALL AND HAS EXTENSIVE RESOURCES ABOUT WOMEN AND WORK, SEX DISCRIMINATION, FEMINISM, BIRTH CONTROL, AND ALTERNATIVE LIFESTYLES FOR WOMEN. THIS RESOURCE CENTER ALSO HAS BOOKS ON MOST AREAS OF WOMEN'S CONCERNS. IT IS OPEN 8-5 DAILY. NO APPOINTMENT IS NECESSARY.

CONCLUSIONS, SUMMARIZATIONS, NEXT STEPS

THE GOAL OF THIS PRESENTATION HAS BEEN TO SUGGEST HOW WOMEN'S CAREER DEVELOPMENT MIGHT BE AFFECTED BY INDIVIDUAL, SOCIETAL, FAMILIAL, SOCIOECONOMIC, AND CHANCE FACTORS AND TO SHOW HOW YOUR LIFESTYLE OPTIONS COULD BE LIMITED BY THEM. WE WANT YOU TO EXAMINE YOURSELF AND YOUR EXPERIENCES SO THAT YOU CAN HAVE CONTROL OVER YOUR CAREER AND LIFE PLANNING.

THE INFLUENCE OF PARENTS, SOCIETY, AND PEERS, AS WELL AS THE FEAR OF FAILURE, FEAR OF SUCCESS OR A LACK OF CONFIDENCE CAN BE DISCUSSED AND REMEDIATED IF YOU ARE AWARE OF THEM AND ARE WILLING TO INVEST SOME TIME AND EFFORT IN YOUR FUTURE.

WE HOPE THAT YOU WILL USE THE CAREER PLANNING RESOURCES AND PERSONNEL ON THIS CAMPUS AND DISCUSS THESE ISSUES WITH YOUR FRIENDS. YOU MAY WANT TO SHARE YOUR CONCERNS, CONFLICTS, NEEDS, INSIGHTS, AND DISCOVERIES AS YOUR PLANS UNFOLD.

GIVEN AN UNSTABLE ECONOMY AND SPECIFIC BARRIERS TO WOMEN'S CAREER DEVELOPMENT, CAREERS NO LONGER HAPPEN, THEY ARE PLANNED. GIVEN YOUR STRENGTH AND POTENTIAL AS A WOMAN AND THE CHANGING ROLES OF WOMEN IN SOCIETY, YOU CAN FREELY CHOOSE AND HAVE CONTROL OVER YOUR CAREER PLANS.

CLOSING

DIANA ROSS' "THEME FROM MAHOGANY (DO YOU KNOW WHERE YOU'RE GOING TO?)" IS PLAYED FOR ONE MINUTE.

A SLIDE/TAPE 15

Figure 1

FACTORS WHICH MAY AFFECT THE SOCIALIZATION, SEX ROLE LEARNING, AND THE CAREER CHOICE PROCESSES IN COLLEGE WOMEN

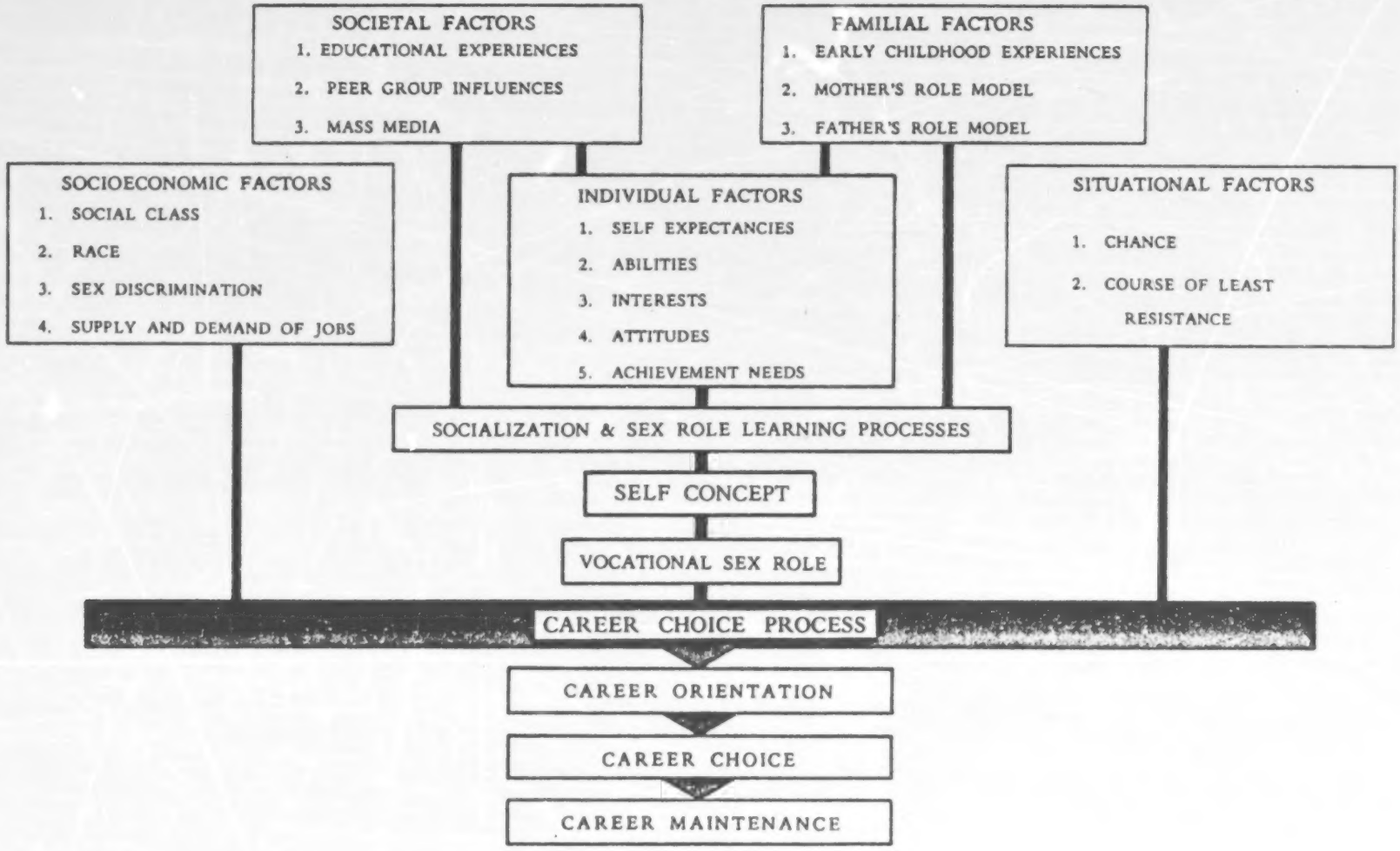

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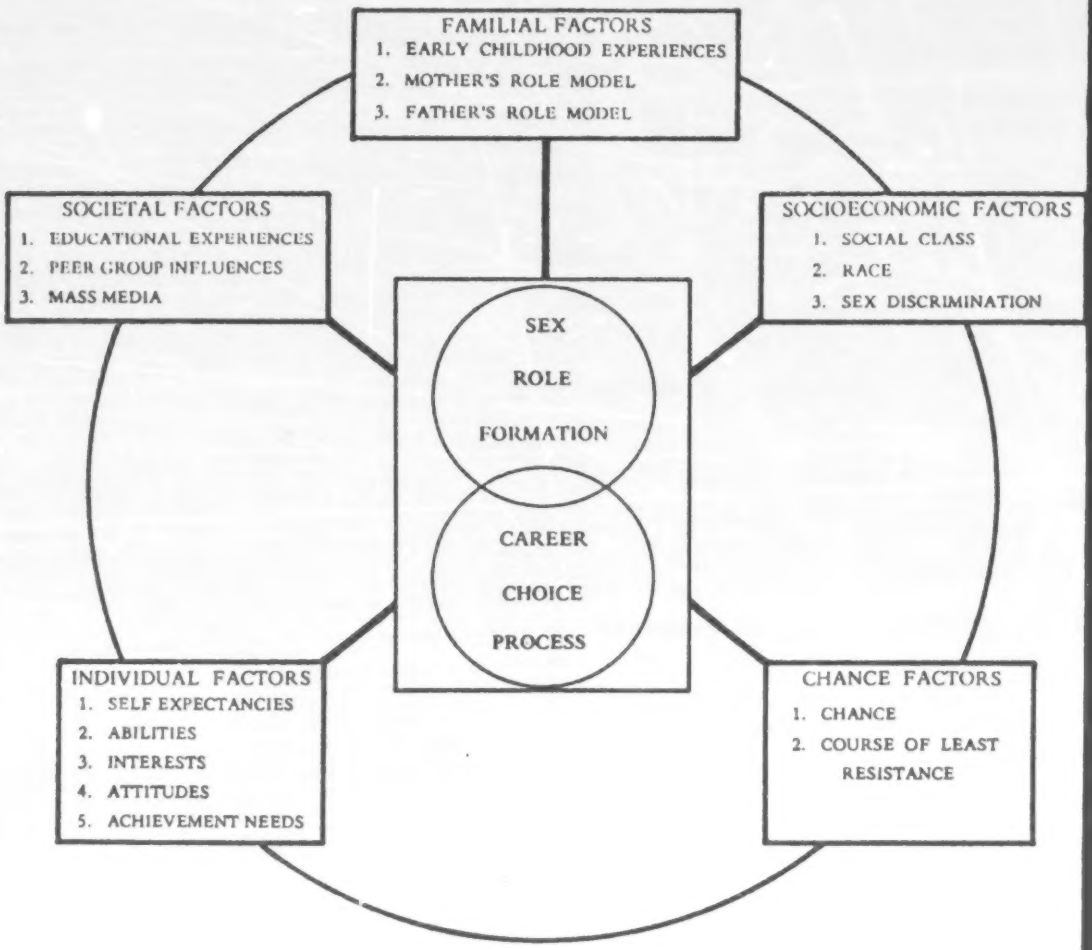
Figure 2

FACTORS WHICH MAY AFFECT WOMEN'S SEX ROLE FORMATION AND CAREER CHOICE PROCESS



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